

**STRATEGIC SCHOOL PROFILE 2004-05**

**Stratford School District**  
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

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**COMMUNITY DATA**

County: Fairfield	Public School Enrollment as a Percent of Town Population: 14.9%
2000 Population: 49,976	Public School Enrollment as % of Total Student Population: 87.0%
1990-2000 Population Growth: 1.2%	Percent of Adults without a High School Diploma in 2000: 17.2%
2000 Per Capita Income: \$26,501	Adult Education Enrollment in 2003-04 School Year: 230
Number of Public Schools: 13	Number of Adults Receiving Diplomas in 2003-04 School Yr.: 41
Number of Nonpublic Schools: 6	

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Education Reference Group (ERG): F ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

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**DISTRICT NEED**

<b>Current and Past District Need</b>	<b>Year</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	34.0	22.1	26.6
	2002-2003	30.2	19.5	25.4
% of K-12 Students with Non-English Home Language	2004-2005	6.1	6.0	12.5
	1999-2000	5.0	3.9	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2004-2005	92.3	89.7	89.0
	1999-2000	88.1	88.4	86.3
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2004-2005	80.2	74.8	77.0
	1999-2000	65.6	71.5	73.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2004-2005	27.8	26.8	22.1
	1999-2000	32.2	34.1	30.4

**STUDENT ENROLLMENT AND RACE/ETHNICITY****Enrollment**

Grade Range	K-12
Total Enrollment	7,568
5-Year Enrollment Change	3.9%
Projected 2009 Enrollment	
Elementary	3,884
Middle School	1,219
High School	2,230
Prekindergarten, Other	109

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	30	0.4
Asian American	196	2.6
Black	1,601	21.2
Hispanic	1,051	13.9
White	4,690	62.0
Total Minority 2004-2005	2,878	38.0
Total Minority 1999-2000	2,142	29.4

## EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

The Stratford Public School District is committed to racially balancing its schools, with a goal of having the minority population of each Stratford school come within ten percentage points of the district average, which was 38% in 2005, an increase from 31% in October, 2000. Stratford's Racial Balance Plan consists of several elements. The first is the district magnet school, Stratford Academy, which is regulated for enrollment and racial balance. Students from the original neighborhood attendance zone, as well as students from across the district, apply to attend the Academy. Another element is called the Pathway System. Each year, after reviewing enrollment data and projections, "pathways" are organized from each elementary school to either of the two middle schools and two high schools. This process creates a pathway to the secondary schools that blends elementary schools having a higher minority population with those having a lower minority population. The third element is the full day kindergarten program located in various elementary schools according to available space, with consideration given to numerical and racial balance. Minority students in the Stratford Academy attendance zone accepting placement in full-day kindergarten classes outside that attendance zone are expected to remain in the pathway established for the school to which they are assigned, but non-minority students are expected to return to their base school. Boundary waivers are considered on a limited basis and are tightly controlled.

Stratford students regularly participate during the school year and during summer vacation with students from other communities in a wide variety of inter-district academic programs including Six to Six, Aquaculture, and the Regional Center for the Arts (RCA). In addition, Stratford teachers and students participate in special programs such as: a school based program to stop violence, an exercise program with senior citizens from the town, sister city school projects, U.S. History grant workshop series, Yale's Model United Nations program, and multicultural programs sponsored at various schools.

The school district actively participates in the Stratford Youth and Family Advisory Board, the local council for positive youth development, and in the Stratford School Readiness Council. In addition, the schools are partnering with local community agencies and institutions in a town-wide research-based family learning project that affirms and supports Stratford's rich cultural, religious, and ethnic diversity.

The high schools create opportunities for community connections so that students can expand their knowledge of local volunteer opportunities and experiences. In order to pursue the candidacy of minority educators, efforts have been made to attend job fairs.

## DISTRICT RESOURCES

### Staff Count (Full-Time Equivalent)

# of Certified Staff



Teachers	502.8
Administrators	41.2
Department Chairs	4.0
Library/Media Staff	13.0
Other Professionals	65.4
% Minority 2004-2005	4.0
% Minority 1999-2000	3.6
# Non-Certified Instructional	75.5

Average Class Size		District	ERG	State
Grade K	2004-2005	18.0	17.5	18.5
	1999-2000	19.8	18.4	18.5
Grade 2	2004-2005	18.3	18.6	19.5
	1999-2000	19.9	19.4	19.8
Grade 5	2004-2005	20.5	20.7	21.3
	1999-2000	22.8	21.4	21.8
Grade 7	2004-2005	21.2	21.2	20.9
	1999-2000	22.4	22.2	21.9
High School	2004-2005	19.6	20.9	20.2
	1999-2000	19.8	20.5	20.0

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	13.5	14.2	13.2
% with Master's Degree or Above	81.0	78.2	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	33.9	28.3	27.7

**DISTRICT RESOURCES, continued**

<b>Total Hours of Instruction Per Yr.*</b>	<b>Dist</b>	<b>ERG</b>	<b>State</b>
Elementary	973	993	987
Middle School	971	1,035	1,014
High School	934	995	1,003

\*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

<b>Resource Ratios</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
Students Per Academic Computer	3.5	3.5	3.6
Students Per Teacher	15.1	14.0	13.8
Teachers Per Administrator	11.1	13.9	13.9

**STUDENT PERFORMANCE**

<b>Physical Fitness</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
% Passing All 4 Tests	33.9	32.7	35.2

**Connecticut Mastery Test, Third Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

<b>Connecticut Mastery Test, 3<sup>rd</sup> Generation % Meeting State Goal</b>	<b>District 2004-05</b>	<b>ERG 2004-05</b>	<b>State 2004-05</b>
Grade 4 Reading	51.3	53.6	52.8
Writing	60.6	64.1	63.3
Mathematics	55.6	57.8	56.8
All Three Tests	38.7	40.2	41.2
Grade 6 Reading	60.8	60.9	60.5
Writing	68.8	61.8	61.3
Mathematics	67.1	61.0	60.9
All Three Tests	49.2	43.8	45.3
Grade 8 Reading	64.2	66.4	64.9
Writing	62.6	60.1	60.7
Mathematics	46.2	55.2	55.7
All Three Tests	39.6	42.9	45.2
Participation Rate	99.1	98.9	99.0



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

## STUDENT PERFORMANCE, continued

**Connecticut Academic Performance Test, Second Generation, % Meeting State Goal:** The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.


<b>Conn. Academic Performance Test, 2<sup>nd</sup> Generation</b> % Grade 10 Meeting State Goal	<b>District</b> <b>2004-05</b>	<b>ERG</b> <b>2004-05</b>	<b>State</b> <b>2004-05</b>
Reading Across the Disciplines	42.1	43.6	48.9
Writing Across the Disciplines	57.0	54.6	55.2
Mathematics	36.3	43.4	47.8
Science	38.4	44.8	47.3
All Four Tests	24.2	23.6	29.2
Participation Rate	98.6	97.8	96.8



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

<b>SAT<sup>®</sup> I: Reasoning Test</b>	<b>Class of 1999</b>	<b>Class of 2004</b>		
	<b>District</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
% of Graduates Tested	80.2	74.7	73.4	74.8
Mathematics: Average Score	489	473	497	508
Mathematics: % Scoring 600 or More	16.8	14.1	17.9	23.3
Verbal: Average Score	497	477	501	508
Verbal: % Scoring 600 or More	18.3	13.9	17.5	22.0

<b>Dropout Rates</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
Cumulative Four-Year Rate for Class of 2004	7.2	8.2	8.8
2003-04 Annual Rate for Grades 9 through 12	1.9	1.8	1.8
1998-99 Annual Rate for Grades 9 through 12	2.6	3.3	3.3

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2004	450	82.0	80.1	81.5
	1999	357	86.1	78.4	78.3
Employed or in Military	2004	79	14.4	15.4	14.1
	1999	56	13.5	17.3	17.1
Unemployed	2004	3	0.5	0.6	0.8
	1999	0	0.0	1.1	0.9

## DISTRICT REVENUES/EXPENDITURES 2003-04

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

<b>Expenditures</b> All figures are unaudited.	<b>Total</b> <b>(in 1000s)</b>	<b>Expenditures Per Pupil</b>			
		<b>District</b>	<b>PK-12 Districts</b>	<b>ERG</b>	<b>State</b>
Instructional Staff and Services	\$42,143	\$5,498	\$6,287	\$5,993	\$6,282
Instructional Supplies and Equipment	\$1,096	\$143	\$242	\$236	\$242
Improvement of Instruction and Educational Media Services	\$2,141	\$279	\$398	\$284	\$387
Student Support Services	\$5,358	\$699	\$616	\$597	\$615
Administration and Support Services	\$7,584	\$989	\$1,092	\$1,072	\$1,101
Plant Operation and Maintenance	\$7,053	\$920	\$1,031	\$989	\$1,025
Transportation	\$3,373	\$431	\$485	\$447	\$487
Costs for Students Tuitioned Out	\$3,304	N/A	N/A	N/A	N/A
Other	\$1,198	\$156	\$122	\$140	\$120
<b>Total</b>	<b>\$73,251</b>	<b>\$9,373</b>	<b>\$10,518</b>	<b>\$9,952</b>	<b>\$10,479</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$4,819	\$629	\$1,149	\$587	\$1,171
Adult Education	\$212	\$923	N/A	\$1,054	\$1,057

**Revenue Sources, % from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

<b>District Expenditures</b>	<b>Local Revenue</b>	<b>State Revenue</b>	<b>Federal Revenue</b>	<b>Tuition &amp; Other</b>
With School Construction	71.1	26.4	2.5	0.0
Without School Construction	75.7	21.6	2.7	0.0

**Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year.** Selected regular education expenditures exclude costs of special education and land, building, and debt service.

<b>Expenditures by Grade Level</b>	<b>District</b>		<b>ERG</b>		<b>State</b>	
	<b>Per Pupil</b>	<b>% Change</b>	<b>Per Pupil</b>	<b>% Change</b>	<b>Per Pupil</b>	<b>% Change</b>
Elementary and Middle						
Total	\$7,655	2.6	\$8,136	4.1	\$8,620	3.8
Salaries and Benefits	\$6,578	2.3	\$6,818	3.6	\$7,120	4.0
Supplies	\$256	-7.9	\$443	6.0	\$455	5.6
Equipment	\$65	27.5	\$114	12.9	\$114	-8.8
High School						
Total	\$8,497	2.4	\$8,877	2.7	\$9,316	1.3
Salaries and Benefits	\$7,045	1.0	\$7,216	2.7	\$7,529	1.7
Supplies	\$326	-1.5	\$530	4.5	\$524	4.0
Equipment	\$121	45.8	\$129	-11.0	\$133	-13.1

## **EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Budget requests for the Stratford Public Schools are submitted by individual schools and departments and are reviewed by the central office staff to ensure equity between schools and among levels. Consideration is given to district adoption of texts, school and department enrollment, state and federal mandates, addition of new classes, performance on district, state, and national tests, new curriculum initiatives, and needs related to individual schools or departments. All Principals and Program Coordinators are invited to meet with the Superintendent, Finance Manager, and Assistant Superintendent to discuss their priorities. The central office staff, including the Superintendent, Assistant Superintendent, and the Finance Manager, prepare a final budget that is submitted to the Board of Education for review and approval. Allocations for library books, textbooks, supplies, and materials are based on a per pupil allocation. Allocations for other resources, such as maintenance and utilities, are based on the needs of each school as determined by student enrollment, building size, and other unique needs. Decisions about distribution levels are made on the basis of staff support requirements, technology updates, and state/district mandates. The district makes use of the new technology plan of 2003, and adjusts funding annually based on Town Council appropriations. Building needs are reviewed through the use of the Plant/Planning Committee meetings and are then funneled to town officials for their incorporation into budgetary deliberations through a liaison committee between the Town Council and Board of Education.

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## **EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

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Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

The major goal of the Stratford Schools is to improve student academic performance. In light of the NCLB mandates, the Stratford Public Schools have focused on helping every child to achieve proficiency in the areas of reading and mathematics. Results show positive movement in achieving this goal. For example, in 2004, elementary schools scored at 88% or above in proficiency in mathematics. In reading, 7 of the 9 elementary schools scored at 80% proficiency or above. Grade 8 students scored at 86% and 80% proficiency on the 2004 CMT in the areas of reading and mathematics respectively.

There are additional indicators that demonstrate sustained improvement. As one example, sixth grade CMT scores in mathematics, reading and writing consistently surpass state and ERG averages. On the 2004 CMT writing subtest, Stratford students scored 82%, 91% and 85% at or above proficiency in grades 4, 6 and 8 respectively.

While demographic changes have continued over the past five years in Stratford schools, academic achievement has been sustained at all school levels. For example, over 82% of students who attended Stratford Public Schools, from grade 3 on, scored at or above proficiency on all CAPT subtests in 2004.

Students at all levels have been recognized for achievements in academic, artistic and athletic endeavors. The District has shown an increase in Advanced Placement course enrollments and test results. Students participate in drama productions, marching bands, musical ensembles, world language and academic honor societies, clubs and teams. A Special Olympics competition for area high school students is sponsored yearly. Teaching teams are recognized by local and regional agencies for service learning projects.

The Stratford Public Schools continue to focus on improving student performance through the alignment of curriculum and state standards, analysis of student data and on-going professional development, and the implementation of research based instructional practices. The School District places an emphasis on good first teaching in grades pre-K - 12 supported by aggressive intervention programs. These efforts are supported by extended day, tutorial, and summer programs. In addition, every school annually submits a school improvement plan that targets student needs through cohort analysis. The Stratford Public Schools have also become a major partner in a town-wide Family Learning Initiative that seeks to channel the collective strength of all school community constituents in the task of supporting on-going student learning.

<p>Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a>. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.</p>
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<p>For the school district website, see <a href="http://www.stratford.k12.ct.us">www.stratford.k12.ct.us</a></p>
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